

Scenario MaHi

Our first scenario is designed for management students, beginners, or more advanced students, only the difficulty settings will be customized.

Our scenario is based on 4 distinct phases:

- (1) the briefing where the teacher introduces the experience to come,
- (2) the Role-Playing Game, the heart of our experience, where the students face life-like business situations that they should solve through cooperation,
- (3) a debriefing that is used to give pedagogical feedbacks and make sense of what the students did immediately after each simulation
- (4) soft-skills assessment, that is supported using a chatbot.

1st phase: Briefing

The course begins with a briefing where the teacher explains to the students that they will play a game which develops both their soft and their hard skills. After briefly explaining the main mechanics of the game, the teacher starts the platform and invites the students to connect.

Learning objectives:

- Soft skills: see Table section on 'soft skills'
- Hard skills: In our current scenario, students will need to use international management knowledge that has been acquired beforehand to successfully complete the goals.

Main game mechanics:

The Game Master :

The Game Master (GM) is both the organizer, scriptwriter, mediator and actor. He has to be impartial, he is not a character but a guide, a narrator, a storyteller. He should stay in his role of Game Master throughout the whole game, and only reprise his role as teacher at the end of the session. Keeping a clear separation between the two roles is essential for the immersion.

Characters:

- Company role: Human Resource, Business Development, Finance, Marketing, operation & logistic, Information Technologies, Audit, Accounting, Corporate Social Responsibility (Attribution entirely customizable by the teacher, roles can be attributed randomly or not, the same applies for the numbers of each role, other roles can be added).
- Two characteristics: competence (1 to 10, distributed randomly following a normal law) and legitimacy (1 to 10, distributed randomly following a normal law).

Decision making:

- Students propose potential actions / solutions through the chat
- The teacher selects the ones that he finds relevant
- Students vote for a solution out of all the solutions proposed in the chat
- The resolution will be based on the competence of the characters and the level of difficulty (decided by the teacher, based on his impression), with a "dice roll"
- Success and failure will have an impact on legitimacy

Legitimacy:

Losing all of your character's legitimacy points will force your character to quit the company. The players will reintegrate the company through several mechanics that are to be discovered in the scenario.

Competence:

Your characters' competence can be increased through several mechanics that are to be discovered in the scenario.

2nd phase: Role-playing game

(Now forward, the students will be named "players" and the teacher will be named "GM")

The GM describes the basis of the scenario, a description of the company, the situation and its goals in terms of business.

- Description of the company:

The players are part of MaHi: a company specialized in accompanying rugby players in their decision-making process through Virtual Reality tools. The company is currently commercializing their solution on the French Professional Rugby market.

Business goals: Acquire a first customer in New-Zealand

Example of the first rounds:

1st Round:

GM: After the first briefing, students must take their first steps toward internationalisation. What should be done first?

Chat:

Player 1: call a support network

Player 5: we should make an internal diagnosis

Player 6: we should start a course in English to improve ourselves

[...]

GM: ok, interesting ideas! Let us vote. (The GM starts a vote)

The players vote for the internal diagnosis.

The GM gives this action a difficulty rate of 2 (an easy action), the players need to score above 8 to be successful => They score 15

GM: Your product is only available in French for now. You have enough money to support a translation of your tool. Two of your business developers speak English, and one of them has lived abroad (Should they forget this step, it will be a problem later in the game).

2nd Round:

GM: What do you think you should do now?

Player 4: Recruit a new business developer!

Player 2: We should translate the tool

Player 1: We should call a support network

The players vote for the tool's translation.

The GM gives this action a difficulty rate of 1 (a very easy action), the players need to score above 4 to be successful => They score 17

GM: it will take 4 rounds for it to be fully translated, you spend some of your budget.

[...] (Keeping in mind that our tool is supposed to rest on the improvisation and adaptation capabilities of the GM, and the ideas of the players, the following rounds could be very different).

'n'th Round:

GM: OK, so you managed to have a meeting with one of the top managers of a professional rugby team in New-Zealand, and you chose to send your most experienced Business Developer, your tool is translated. This successful action could mean you reached your business goal!

The GM gives this action a difficulty rate of 5 (a very difficult action), the players need to score above 18 to be successful => They score 14

GM: You did not manage to convince your first prospect; he turned your solution down.

The Business Developer loses 2 points of legitimacy.

GM: That is all for this week, we will continue next week.

3rd phase: Debriefing

The GM reprises his role as teacher and debriefs what the students went through, giving pedagogical feedback mainly on the hard skills that were mobilized throughout the RPG. This phase should emphasize the sense-making of the experience that the students went through. To improve students' sense-making of the simulation, this phase is the best moment for the teacher to provide theoretical feedback (for undergraduate students in particular but also for graduate levels or Master students). Sparks20 could be used in this debriefing phase to develop or simply control in life-like contexts the theoretical knowledge that higher levels students should already master (knowledge test in simulation).

4th phase: Soft skills assessment

The soft skills assessment is done through a chatbot a day after each RPG session, allowing the student to be reflexive on the experience after allowing them to "cool down".